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ABSTRACT

Compiled in this creative newsletter, among other items, are philosophies, viewpoints, activities, teaching approaches, and resources on humanistic psychology, a philosophy which emphasizes the individual's uniqueness. The lead article briefly defines and provides a rationale for humanistic psychology. Announced in the second article is an education network, the purpose of which is to promote communication among teachers in order to provide information and support in matters related to innovative teaching and theories of humanistic education. Also included on the topic of humanistic psychology are: 1) announcements of forthcoming meetings and conferences; 2) "What's Next" comments on techniques and problems of education and describes resources, emphasizing higher education and educational reform; 3) a letter from a reader; 4) an editorial; 5) a listing of job openings and employment wanted in the area of humanistic psychology; and 6) regional group news. (SJM)

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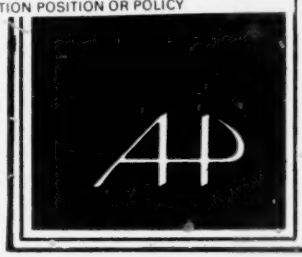

Newsletter

ASSOCIATION FOR HUMANISTIC PSYCHOLOGY
416 Hoffman, San Francisco 94114 (415) 282-5368
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ON HUMANISTIC EDUCATION

Humanistic psychology is a river with many tributaries, but in its mainstream it emphasizes the individual's uniqueness. This is not the uniqueness of an entity but of a process of growth--of one's becoming the person-he-is. In that context it views pathological conditions as distortions or blockages of the natural thrust toward health and wholeness, rather than as conditions of illness. Inevitably, with this emphasis on the personal and the dynamic and the positive, humanistic psychology is not a "value free" undertaking. As the work of Polanyi, Maslow, and Kuhns has shown, however, even the most impersonal styles of scientific inquiry are value-laden.

What humanistic psychology offers to educators is a crucial supplement to traditional learning theories and theories of development. It provides educators with a growth-model of the learning person to balance the information-acquisition model that most education is based on. It enables him better to integrate the affective and conative components of the learning process, instead of forcing that process into a purely cognitive mode and then treating the rest of humanness as an incidental and distracting "personal reaction". It enables the educator to direct large portions of the educational task toward the discovery of personal meaning and to tie it in thereby to the quest for meaningfulness that much of the person's energies are devoted to, anyway.

Through their work with people in a variety of educational, therapeutic, and industrial settings, humanistic psychologists have developed a wide variety of methods for working toward these ends with individuals and groups. The teacher can draw selectively on these methods, both for their own immediate effects and as part of a larger undertaking. That larger endeavor is the restructuring of the learning environment to break down the traditional teacher-student hierarchy. This hierarchy was appropriate in a traditional society where a tiny educated class knew it all, and their successors had to learn it all and preserve it unchanged; it is not appropriate, though, to a mass society where nothing remains long unchanged and the traditional patterns of meaning have broken down. Humanistic psychology can help the educator to devise and articulate his own most effective role within a new kind of classroom, which develops the learners' autonomy just as surely as the older type of classroom developed the learners' dependence on authority.

++Bill Bridges

AIMS AND GOALS QUESTIONNAIRE: Included in each member's issue is a form we ask you to complete on AHP--- its aims and goals as you see them.

Announcing the Education Network!

Last summer the AHP Newsletter raised the issue of setting up an Education Network--to put like-minded teachers in touch with one-another in order to provide information and support in matters related to innovative teaching and the theoretical underpinnings of humanistic education. The response was far beyond what the Association's staff could handle effectively, and when a similar notice appeared in Behavior Today, requests for information began to pour in from nonmembers as well.

One result was the formation of a group of New York City teachers, which met to explore areas of common concern. A second result was the focusing of our attention, at the central office of AHP, upon resolving the logistics posed by the organization of a full-scale Education Network. We now feel ready to take the first step toward formulation of a long-range plan for better utilizing the Association's professionals as agents of responsible social change in educational institutions.

The present plan is to begin by setting up small local teachers' labs composed of interested professionals in either teaching or administrative positions at college, high school or grade school levels. A Task Force of AHP professionals will be set up to aid the labs.

The Education Network represents an unusual opportunity to accomplish a great deal at relatively little expense. We know already that a large number of members and interested nonmembers find themselves teaching in situations where they have little support for trying new things. The several hundred requests for help from such people all tell the same story--of isolation, of a desire to learn and change, of a need for support and information from like-minded teachers, of a need for contact with professionals in the helping professions who can counsel them about the difficulties they encounter.

The local activities which we envision for the labs are directed toward the development of more effective personal and group action within educational institutions. In order to get this process of development in motion, Bill Bridges, the Education Network's coordinator, proposes that the local labs begin with a certain set of introductory exercises which he has devised.

Lab members can use their meetings to work on teaching methods that do and don't work; innovative plans and methods for educational reform (whether from an administrative or educative point of view); methods of facilitating personal growth; and so on.

AHP will offer the following services so that the dream of an Education Network may become a reality: 1) we will keep a record of persons interested in humanistic education and the Education Network; 2) we will make available the names and addresses of interested persons in a given area to the person in that area who volunteers, or is elected, to be the lab coordinator for that area; 3) we will send the packet of introductory material (see next paragraph) to whomever either takes the initiative or is elected by the local lab to present the introductory exercises; and 4) we will stand ready to answer, as best we can, any questions you may have about the functioning of the local labs.

The introductory packet consists of the following items: 1) one copy of a paper describing the concept of an Education Network and presenting the introductory exercises; 2) for each person in the lab, one copy of Paper Dragon #'s 1 and 4 (Paper Dragon #1 is a compilation of 7 articles written by 7 humanistic educators listing techniques which they have found useful in facilitating student growth and introducing a humanistic atmosphere into the classroom. Paper Dragon #4 is an annotated bibliography of books, tapes, games, growth centers, theatres, periodicals, curricular materials, and posters relevant to humanistic education). The cost of Paper Dragon #1, Paper Dragon #4, and the set of introductory exercises is $1.00 per copy (our printing and postage costs) when ordered individually; however, in order to encourage teachers to take advantage of the Education Network, we will offer an introductory packet free to each Education Network teachers' lab.

We will supply individual teachers with the prepared set of exercises if they so request.

So, if you are a teacher or administrator and are interested in improving your personal and professional effectiveness while learning more about humanistic innovations in education, send your name and address to "Education Network", c/o AHP, 416 Hoffman, San Francisco, California 94114.

++ Greg Kammann

"Bill Bridges is a complex man," a former student of his reports. No simple description can hope to approach him. These adjectives probably come closest to Bill Bridges: sincere, affable, sensitive, harmonious. Especially harmonious. His life resonates with a distinct harmony, composed from the voices of change.

Bill Bridges strives to keep his changing actions in tune with his changing thinking. As a long-time AHP member and coordinator of the Education Network, he sponsors educational innovation on a global scale. As a professor of English, he promotes it in his own classes at Mills College. He studies the writers of human growth, and cultivates his own growth through personal therapy. Spokesmen for the Self, his book on Emerson, Thoreau and Whitman salutes its subjects for seeking to "bring the reader to himself". A counsellor, he, too, seeks to bring people to themselves.

How is his Education Network doing? "We got ahead of ourselves on the Network", he says. Its prime purpose is "to provide some sort of local group action, to bring people together in an ongoing way, not merely for one-shot workshops." While the Network has succeeded in connecting many people, it has yet to develop clear goals.

Why has the form of education changed so little over the centuries? "Most educational institutions still think of education as information...a course is an informational packet." This type of thinking, according to Bill Bridges, makes education much more comprehensible, more quantifiable. The continued predominance of lectures--inefficient as they are in an age of print and electronics--now makes sense. "There's not much mystery about them." But students, he believes, don't share this thinking. "The student is not so much trying to pick up information, as a relationship with something. One of the things a humanistic education should do is start with the person and move out into his different functions. As The Prophet puts it, 'If he (the teacher) is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind'."

How can students, as well as educators, effect change in their schools? "The Cambodian crisis of two years ago provides us with a model for change." At that time students, teachers and administrators at many schools "turned to their facilities and questioned them. I can imagine some type of activity that could do by plan what that crisis did by accident ... Any moderately-sized school could set aside a semester every four years for self-discovery."

What is the main source of meaning in Bill Bridges' life right now? "My main meaning is coming through the personal therapy I'm receiving." He is not only receiving therapy, but training to offer it to others through Inter-Logue, a personal development center in Palo Alto. "The fields of education and spiritual endeavor and of psychology are separate. People who are interested in all three sound as though they have three interests. In fact, they have one--human growth. The fact that we see it as three is merely an historical accident--a dangerous one because it leaves learning without real spiritual invigoration. I see myself as focused on that common area which has those three names."

What does he do for fun? He loves most sports; he frequently camps out with his family, and jogs regularly. Asked what authors he'd read purely for pleasure, he replied, characteristically, "New authors I haven't read before."

What trend does he most fear entering his life? "I fear building up a routine, a repertoire," he answers. As time passes, a technique-mindedness often sets in among leaders of people. People slip from the center of their attention; the schedule moves into it. "I fear the tendency to objectify an event I've done well so that I can repeat it. Nothing that's a repeat is alive."

Bill Bridges is keenly alive precisely because he avoids repetition so consistently. He is intensely interested in creativity, and, as a former student of his put it, "creativity is a word that comes to mind when I think of him".

++David Rogers

10th ANNUAL MEETING

The 1972 Conference will be held in two phases, surrounding APA which meets in Honolulu September 1-8. Tuesday, August 29 (evening) through Thursday, August 31, at the Kullima Hotel, on the northern tip of Oahu, an hour from Waikiki. Thursday, September 7 (evening) through Sunday, September 10 at Squaw Valley, near Lake Tahoe, California.

Program Chairman is: Melanie Allen, 4809 Norwich, Sherman Oaks, Ca. 91403.
Program Coordinators are:
- Theory and Research: Frank Severin, DuBourg Hall, Room 329, 221 North Grand, St. Louis, Mo. 63103.
- Social Issues: John Vasconcellos, State Capitol 4009, Sacramento, Ca. 95814.
- Education: Irene Penry, 4001 N.W. 39th Road, #226, Gainesville, Fla. 32601.
- Experiential Demonstrations: Nora Weckler, 12434 Rochdale Lane, Los Angeles, Ca. 90049. (advised by Tom Greening)
- Psychotherapy: Al Mahrer, Psychology Department, Miami University, Miami, Ohio 45056.
- Roles of Women: Dianne Connelly, c/o Irene, Main Street, South Colton, New York 13687.
- Religion: Jerry Jud, 29 Overhill Road, Scarsdale, New York 10583.
- Transpersonal: The Transpersonal Institute, 2637 Marshall Drive, Palo Alto, Ca. 94303 (415) 321-1217) is co-sponsoring this part of the conference. Mike Searle is coordinator, guided by Tony Sutich and others.

Arrangements Chairmen are:
- Hawaii: Erica Lindenberger
- Squaw Valley: Jean Sloss and Charlene Harman, co-chairmen.

As coordinator of the women's program for the next AHP conference I think we women had better start working to actively collaborate with anyone and everyone energized enough to have an idea about woman...in the form of an abstract, a design for a session, an expertise, an experience, a list of possibilities and names, a script for a little "guerilla" theater, etc.

.....All women and men of AHP who value their total yin-yang energy send now ideas and abstracts for the next AHP conference to me:

++ Dianne M. Connelly
c/o Irene; Main Street
South Colton, New York
13687 Ph: (315)265-3746

++Melanie Allen

TO ALL STUDENTS
IN AND AROUND AHP

For this year's annual meeting in Hawaii and Squaw Valley we want to encourage the participation of students, to explore the impact you have made and are making on various institutions in our country. We hope that many of you will submit proposals for programs representing your ideas and your involvements. A program-planning form is included in this issue and we'll look forward to hearing from you.

++Melanie Allen

East Coast Charter Flight To AHP Annual Meetings, 1972.
The Eastern Region of AHP has chartered a plane to go to both Hawaii and Squaw Valley, California for AHP's Annual Meetings August 29-31 and September 7-10 respectively. The plane will leave Philadelphia August 26 for Hawaii, will go to Squaw Valley from Hawaii on September 7 and will return to Philadelphia from Squaw Valley on September 10. This will enable you to attend both Phases of the conference. Round-trip fare is expected to be no more than $270. Those interested in this charter are urged to make their reservations as soon as possible. Space will be limited to 149 passengers. For a reservation form and further information write to : Bart Knapp, The Laurel Institute, 2132 Lombard Street, Philadelphia, Pa. 19146.

WHAT'S NEXT

To start with . . . . .

In response to Norma and Carol's recent plea for ideas and material for the Newsletter, I offered in a somewhat challenging tone to write a regular column on humanistic education. Should have known better. The responsibility fell to me like a terrible swift sword. However, I'm very excited about education, and, after the initial shock, the prospect of doing this column on education also seemed very exciting.

"What's Next" will be a mixed bag, containing both descriptions of resources and comments on techniques and problems of education. It will be quite personalized; and will emphasize higher education and educational reform. Suggestions and feedback are welcome.

To start with, I'd like to note John Canfield's and Mark Phillips' "A Guide to Humanistic Education", issued by the AHP Paper Dragon, and add a few categories to it. This is a very meticulous annotated bibliography and guide to media in humanistic education, and it should prove of great service. There are a few items omitted which have been useful to me, and may be to others. These are:

Journals (Many more are described by Canfield and Phillips)

New School of Education Journal. 4303 Tolman Hall, University of California, Berkeley. 94720. $5.00. A hard-hitting, politically self-conscious journal dealing with all levels of education. Articles are analytic, descriptive, polemical.

Outside the Net. P.O. Box 184, Lansing, Michigan, 48901. $2.00. Aggressive, aimed at reforming the public high schools and elementary schools; highly politicized. Format is varied, includes resource listings.

American Psychological Association Division Two Newsletter on Teaching. Write Wilbert Ray, Bethany College, West Virginia, 26032. $1.00 for institutional affiliates. May be free for others. Sometimes contains ideas and articles which should be of interest to humanistic educators.

Student Survival Manuals

The three paperback books below, just published, all address themselves to the general student population, assume that the educational system is about as bad as it could be, and then offer advice on how to make the most of one's life and education in spite of it all. They devote a number of chapters to problems of adolescent development, drugs, sex, and etc., taking positions which I find it very easy to agree with. These are all highly recommended books which I hope see widespread use. You might order them for your bookstore and tell your students about them. The Little Red Schoolbook is meant for high school; the others for college.

Soren Hansen and Jesper Jensen. The Little Red Schoolbook, Pocket books. $1.25.

Andrew M. Barclay et al. How To Do A University, Wiley. $3.95.

Educational Reform Manuals.

These books, adressed to students, deal with the nitty-gritty how-to's of student-initiated educational reform.

Neil Postman and Charles Weingartner. The Soft Revolution. Delta. $1.95. A plethora of suggestions on how to psych out teachers, cause constructive change through moderate means, and generally be devious. Full of actual case material. Useful, amusing, and inspiring.

Barry Singer. A, B, C . . . , Pioneer Press, Santa Ana, Calif., 92701. $2.50. Contains a section on behavior modification of instructors. Is that a nice thing for a humanistic educator to advocate?

School Stoppers' Textbook. Schoolstoppers' Conspiracy, 1018 Church St., Ann Arbor, Michigan, 48104. $.25. This is a guerilla manual describing how to physically disrupt public school systems, non-violently. Some of their suggestions I think are ingenious and apt, and some revolting and dangerous. Ideas like putting epoxy in all the door locks do catch my fancy, somehow, though.

++ Barry Singer

Barry, who teaches psychology at California State College at Long Beach, has written, among others, "several rat articles", and lately, the book, A, B, C, which was reviewed in last month's Newsletter. Feel free to send him material; and feel free to volunteer for something. See what happens?

++ Ed.

++Denis O'Donovan

CHARLOTTE BUHLER is recuperating from surgery in Germany, staying near her son and his family, and hope to return soon to Los Angeles. Her address is Augustinum, Apartment 4140, Florentinerstrasse 20, 7 Stuttgart 71, West Germany. She has been active in establishing a local group, and may soon begin work with the US Army.

A Charlotte Buhler Collection has been started at the University of Southern California, in honor of her contribution to the clinical field and her interest in clinical students and training. John Levy will represent AHP on the Collection Committee. Anyone wishing to honor Charlotte may contribute a financial donation or a gift of clinical journals, or journals of related aspects of psychology. Write Dr. Albert Marston, PRSC, USC, Department of Psychology, 734 West Adams Boulevard, Los Angeles, California 90007.

DENIS O'DONOVAN will lead an AHP-affinity tour to the Orient leaving August 11, to include the AHP meeting and the Internationa Psychologocal Congress in Tokyo, the American Ontoanalytic Association meetings in Hong Kong, Canton and Peking, the AHP Annual Meeting Phase I, Hawaii, and the American Psychological Association meeting in Honolulu, September 1 - 8. For more information contact Linda Scher, Suite 310, 8 South Michigan Avenue, Chicago, Illinois 60603.

HAROLD C. LYON, JR. has been named Director of the Office of Gifted and Talented Education, of the US Department of Health, Education, and Welfare. The new office was created to give increased attention to the education of more than 2 million gifted and talented elementary and secondary school students.

Hal has been serving as Deputy Associate Commissioner for Libraries and Educational Technology,. The author of a recent textbook on humanizing education, he is a graduate of the US Military Academ at West Point and holds additional degrees from George Washington University and the University of Massachusetts.

The NTL Institute for Applied Behavioral Science has just published its 1972 25th Anniversary program announcement. It describes both basic and advanced programs in Human Relations and Skill Development.

Between March and November, for example , NTL will offer 15 Basic Human Interaction Labs. In addition to the traditional Bethel, Maine and Denver, Colorado locations, labs will be held in New York, California, Ohio, North Carolina, Illinois and West Virginia. Among the labs offered are: Personal Development, Group Problem Solving, and New Ways of Teaching and Learning, as well as special programs for teens and children.

NTL provides programs through five centers: The Center for Development of Individual Potential, the Center for Educational Systems, Black Affairs, Organization Studies and Professional Development. Each Center conducts a schedule of programs. This summer, the Center for Professional Development will offer three sessions of Learning Communities. A brochure on the content of the Learning Communitites, as well as complete program catalogs and other information are available from NTL, 1201 - 16th NW, Washington DC 20036. •••

Psychic Healing and Self Healing: The Transcendent Human Potential

The AHP conference on healing, "Psychic Healing and Self-Healing: The Transcendent Human Potential", will be held on Saturday, May 6, 1972, at the Masonic Auditorium in San Francisco from 9:30 a.m. to 10:30 p.m.

Tickets are priced $8.00 for AHP members and students; $12.00 for general admission.

The aim of the conference is to present in-depth reports of current scientific research, with emphasis on various healing techniques. The participants are well-known for their work in fields which are considered related to psychic healing or which are outside the realm of orthodox medicine.

Stanley Krippner, of the Maimonides Dream Laboratory, has advised on program participants. They are:

Elmer and Alyce Green are currently with the Psycho-physiological Laboratory Research Department at the Menninger Foundation, and are studying voluntary control of internal states. Elmer is head of the department and is a consultant on autogenic feedback training for the Maryland State Psychiatric Center. The Greens are interested in the use of bio-feedback training in healing as applied to physical problems. Currently they are researching the theta state as it relates to deep reverie and creativity.

Lawrence Le Shan has been well-known for many years as a researcher in the field of parapsychology. Larry authored "Toward a General Theory of the Paranormal", and co-authored "Counseling the Dying". He has done extensive research on many psychic healers. Presently he teaches workshops on healing techniques.

Rev. Edgar Jackson has taught psychology at the University of Minnesota and is now teaching at Royalton College in Vermont. His specialty is crisis psychology and crisis management. He employs, as he has for the last 20 years, the laying on of hands and has observed significant phenomena and changes in organic behavior. Many of his books are being used as texts and have been professional book club selections.

Rolling Thunder is the medicine man, legal advisor, spokesman and spiritual leader for the Western Shoshone Indian Nation. He is above all else a healer who channels psychic and spiritual powers. He believes the healer is the Great Spirit who works through those who have purified themselves; Rolling Thunder claims to be only the instrument. His is the traditional Indian concept of medicine, or healing, in terms of man-nature relationships.

Sister Justa Smith is doing research at Rosary Hill College in Buffalo, N.Y. with concentration on the effects of psychic healing on enzymes.

Horace Stewart of the Psychology Department of West Georgia College, has been doing research on many types of unorthodox healing, particularly Afro-American healers.

Jack Schwarz is a metaphysical scholar and teacher, homeopathic physician as well as a psychic healer and an unusually gifted psychic. He has done scientific research in bio-feedback, telergic phenomena, cerebral memory pattern, hypnosis, brain stimulation, telepathic communication and psychokinetic effects

Khiegh Dhiegh is an acupuncturist who practices his own adaptation, works with herbal and folk medicine, and is director of the International I Ching Studies Institute.

Introducing the speakers will be James Fadiman, senior counselor and consultant at Stanford University, an editor of the Journal of Transpersonal Psychology, a pioneer in the transpersona field, and the editor of several books, including "The Practice of Psychosynthesis". ...

SKANDINAVISK KONFERENS I HUMANISTISK PSYKOLOGI.

i Stockholm den 4-5 april 1972.
Tva internationella kongresser i humanistisk psykologi, i Amsterdam 1970 och i Wurzburg 1971, var inspirerande och vetenskapligt berikande upplevelser. I ar skall en europeisk konferens hallas i London London och omedelbart darefter en skandinavisk i Stockholm.

Om no onskar delta sa sand in bifogade anmalningsblankett jamte en check pa deltagaravgiften till: Forskarassistent Claes Janssen, Arbetsgruppen for Stockholms-konferensen i humanistisk psykologi, Pedagogiska Institutionen, Box 6033, 102 31 Stockholm 6. ...

Learning to Feel and Feeling to Learn - Humanistic Education for the Whole Man: by Harold C. Lyon, Jr. Charles E. Merrill, 1971; $3.95 paper, $7.95 hardbound. The author documents the need for humanistic education and reports on various pioneering efforts to introduce this approach to the classroom. A how-to-do-it book for teachers, administrators and management at every level.

Living Psychology, by Gerald L. Hershey and James O. Lugo. MacMillan, 1970; $7.95. Living Psychology is subtitled "an experiential approach", and is a frankly different introductory text. Its expressed goals, of helping students understand themselves and others better, and helping them cope with problems, are refreshing departures in and of themselves. The text is different in a number of other ways. The spirit of Maslow pervades it. "Self-actualization" is its most frequent noun, and the possibilities of change and growth is the book's dominant theme.

There are really only a few thimblefuls of traditional psychological content in the book; most of the material deals with interpretation of psychological principles and their application to students' everyday concerns. Among the topics dealt with at some length are handling emotions, ways of relating, personal growth, self-understanding, understanding others, adjusting to work and school, personality problems, maladjustment, alienation, raising children, and social resources for growth. The approach is concretely prescriptive in terms of goals and how to reach them.

The book is written quite simply and with maximum clarity. It is meant for high school and junior college, and seems quite appropriate for that level. Other audiences may find it overly simple. Included with the text are a manual with suggestions for different teaching approaches, and a handbook for the students giving supplementary background in research methods.

Living Psychology, besides being of a different genre, seems also to have already met an enthusiastic response from many instructors and students. For these reasons, instructors who share the authors' goals of responding to student needs and positively affecting their lives should take a look at this text.

For the sake of completeness, I'll mention some personal reservations. First, a number of likely topics get relatively short shrift--drugs, sex, marriage and alternate marriage styles, dating, religion, problems with parents, and adolescent suicide are either briefly or barely mentioned.

BOOKS

However, this is no doubt due to restrictions of length, and references are provided for some of these topics. Second, the text, while legitimately bearing the humanist banner, is not exactly at the cutting edge of the Zeitgeist. The inclusion of test questions for the instructor and hints to the student on how to absorb information made me wince. Students are more or less advised to value traditional education, get good grades, adapt to school if it's boring or adjust to dull jobs; hospitalization of the mentally ill and use of shock therapy somehow come out with good marks.

However, it is too easy to have a revolutionary's impatience. Many instructors will be very comfortable with this text, and many students will undoubtedly find it different, useful and exciting. There are not many other introductory texts which devote part of their last chapter, on man's hope for the future, to extolling the Assocation for Humanistic Psychology and Esalen!

++Barry Singer

Human Teaching for Human Learning: an Introduction to Confluent Education by George Brown, Viking Press, 1971, $8.50.

Human Teaching for Human Learning, based on the experiences of those involved in the Ford-Esalen Project in Affective Education, is exciting reading for anyone interested in education from the perspective of teacher, parent, or student. "Confluent education", the term used to describe the educational goal of the originators of the project, applies the philosophy of humanistic psychologists such as Abraham Maslow, Carl Rogers, and Fritz Perls to the educational process. It represents not merely a joining of affective and cognitive emphases in one curriculum, but is, rather, a whole new theory and process of education in which the affective and cognitive work together. The notion, which is certainly not unfamiliar on the theoretical level, "that there is no intellectual learning without some sort of feeling, and there are no feelings without the mind's somehow being involved", is here taken

. . .continued on page 9

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seriously. As Brown points out, we have reached a point in our society where it must be taken seriously. It is largely the result of education's ignoring all but the cognitive that today's students are overwhelmed with feelings of impotence and directionlessness; and it is this type of feeling which often, as Brown points out, explodes into violence.

During the early stages of the project various affective techniques common to encounter and sensitivity groups were explored, and later the staff sought to apply these to the classroom situation. The results were inspiring. I had expected to find occasional sensitivity and creativity exercises integrated into the curriculum to keep the children open and feeling. It is now uncommon to find these in the curricula of some of the more innovative schools. These are more and more classes in creative dramatics, more body awareness exercises in the gym classes, and more and more creative playtoys in the playground. What Brown and the other members of the Ford-Esalen Project have come up with, however is something quite new. There is not only allowance for the development of both the cognitive and affective "parts" of the child, but the naturally symbiotic relationship of the affective and cognitive are fully explored and exploited in the development of the whole child.

Human Teaching for Human Learning contains many examples of actual classroom situations in which members of the staff of the Ford-Esalen Project test out their theories and truly confluent education is achieved. These situations range from high school Social Studies and English classes to first grade Language Arts classes. Not only do the children seem to be learning the subject matter better, but they are helped to come to terms with their own feelings of fear, inferiority, hatred, etc.

There are numerous examples--dramatic games and fantasy trips which lead students into experiences that give rise to feelings enabling them to relate to persons they're reading about in novels and history lessons, sense awareness exercises integrated with creative writing exercises and so on.

Brown ends with a plea that we--teachers, administrators, researchers and the rest of us, not give in to the system and the difficulties of change but work creatively and cooperatively for the changes that must come.

++ Greg Kammann

++Carmi Harari

A Scandinavian Conference of Humanistic Psychology will be held April 4 - 5, 1972 in Stockholm, organized by Claes Jannsen.

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Our plans to hold a London AHP meeting March 29-30 are still in the air.

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Bill Towne has started to set up a possible AHP Chapter through the U.S. Army in Germany. Its initial meeting, January 15, included Charlotte Buhler, who was received very warmly.

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Our Tokyo conference will August 20-21. Stanley Krippner is program chairman.

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We will present a session of papers at the International Congress of Scientific Psychology meeting in Tokyo, which takes place right before our meeting, August 14-19.

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I expect no trouble filling up the around-the-trip of AHP. Visits are being set up to Russian scientists and psychologists, yoga and Zen centers, and hopefully to the Universities of Peking and Canton. The trip will include some AHP involvement in the Moscow Parapsychological Conference (July 17-20) and the International Congress in Tokyo already mentioned; it will wind up at the AHP Annual Meeting in Hawaii, August 29.

++Carmi Harari

HUMANISTIC PSYCHOLOGY AT THE UNIVERSITY OF PRETORIA SOUTH AFRICA

It was in December, 1969, that I first received the circular of the Association for Humanistic Psychology, stating its plan for internationalizing the movement. What immediately struck me and my colleagues were the following words quoted from Abraham Maslow, one of the founders of this association: "Humanistic psychology represents a 'third force' as compared with behavioristic and psychoanalytic psychology. It introduces a new way of thinking about human life, a new approach to its study and new methods of psychotherapy." We immediately agreed that this was exactly our conception of what we preferred to call "anthropological psychology", that is, the psychology of the anthropos or human being; and also that this fitted in with our opposition to behavioristic psychology, which does not distinguish between the animal and the human being. The expression 'third force' reminded us of Viktor Frankl's concept of the third ontological dimension of man --- the existential, spiritual or noetic dimension, which constitutes the core of the person.

During a subsequent visit to San Francisco my chief object was therefore to visit the main office of the Association for Humanistic Psychology. Here, I was cordially received by the Executive Officer, John Levy, who informed me about the aims and activities of the Association and supplied me with copies of the Newsletters, with interesting pamphlets and with titles of books on the subject of humanistic psychology. Having listened to my views on humanistic psychology as anthropological psychology and how we were putting this to work in Pretoria, Mr. Levy suggested that I should write the present article for the AHP Newsletter.

Before I was appointed head of the Department of Educational Psychology in 1939, behavioristic-evolutionistic psychology reigned supreme. When I assumed office, I was determined to change the trend of thinking in respect to the psychology of the upbringing of the child. A series of research projects were undertaken. In these projects, emphasis was laid on scientific introspectionism. Introspectionism was particularly used in what was called error-analysis, which cast new light upon the ways in which children learned. The results of these investigations showed very clearly that the level of thinking of school children, and therefore also their intelligence, could be raised by improved teaching methods, emphasizing error-analysis.

In 1945, I was appointed Dean of the Faculty of Education while remaining head of the Department of Educational Psychology, which placed me in a strong position to give direction to this new way of thinking about human life. An intensive study of modern existential works convinced me and my colleagues that the phenomenological method was the fundamental means of revealing the innermost core of the human being as a person. By studying the existential philosophers, we were led to the formulation of a three-dimensional ontological concept of Man, namely that Man is a somatic-psychic-noetic (spiritual) being, a being with moral values and the deepest spiritual feelings, which enable him to transcend his being in this world and make contact with superhuman powers, with God the Creator. This profoundly humanistic conception of the human being totally revolutionized our ideas on the upbringing of the child and on education in general.

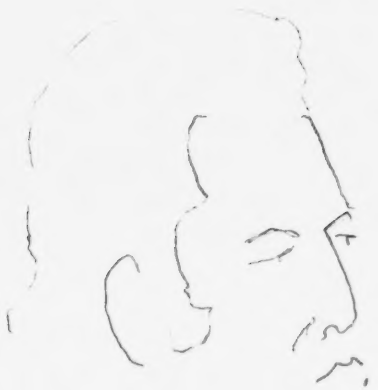
It should be pointed out that this humanistic conception of psychology and pedagogy has not remained on a purely theoretical level, but has become part and parcel of the training of our teachers for their practical task of educating the child. It has even formed the basis of our pedodiagnostic work and child therapy in our Child Guidance Clinic.

From the above it may be surmised that in our teacher training great emphasis is placed on the existential dimension, which means emphasis on self-realization, on life values, on awakening of the conscience and therefore on responsibility, on independent decisions, and so forth. The core of the person is our main concern.

In conclusion, I would like to add that after my retirement from the University on the 31st of December, 1970, this trend of thought is being continued by my successors and that since January, 1971, I have established my own private psychological-educational clinic for child and youth problems, where I have the opportunity of applying the theories of humanistic psychology in practice.

++Professor Dr. B.F. Nel
Former Dean of the
Faculty of Education
University of Pretoria

THE EXECUTIVE BOARD: an editorial



++Fred Massarik

I imagine that if a ghost could catch Fred's busy and skeptical eye, he, she or it would be researched, measured, tabulated, catalogued and filed into one of the many cabinets and boxes lining the walls of the Massarik study. A Hollywood version of a 17th century villa, this house, belioned, bemuraled, bemarbled, was, or still is, the haunt of Norma Talmakge and other silent screen stars. It also served as the scene of employment of Jane Eyre, the prostitutes in Easy Rider, and of me for the weekend, taking notes of and feeding salami to the AHP Executive Board, together for its Spring meeting.

The minutes (hours?) of the meeting will appear in the next Newsletter, but let me sketch a corporal portrait of the Board: a marvelous and motley crew, these, your chosen representatives, men and women who travel from remote points, at their own expense, to spend two days together twice a year, keeping to a tight and overwhelming agenda, to guide the Association for Humanistic Psychology.

About twice a year we get a letter at the office from someone complaining about "them", the alleged elite which lays down edicts from on high. It's not like that. What can I say to show it? In sum, the Board is a pretty good example of ever-actualizing individuals working together to create an ever-actualizing organization. I wrote last year about the general quality of the Board, no politicking, hidden agendas or upstaging, hardly any voting even. It's still like that.

The day's agenda over, the crew has dinner together and shares news of the past six months. An example: one of the professor-members hinted that sometimes his students weren't as bright as he wished. He cited an example: "One claimed that the nervous system was divided into two parts: the semitic and the anti-semitic". To which Carmi replied, "And then where the nerves meet is a synagogue?"

Work was hard, and spirits were high. No, none of us saw any, although Hank admitted he heard the winding of an old-fashioned clock, against a blank wall, all one night. But I'm sure the Board members provided quite a show for any alleged ghosts.

"Different kooks for different spooks," John was heard to mutter.

++Carol Guion

++Larry Solomon

Position to be Filled: Scarborough College, a constituent college of the University of Toronto, is considering hiring a full-time Assistant or Associate Professor interested in the area of humanistic or phenomenological psychology, expected to offer instruction in both humanistic and abnormal psychology, and possibly develop new courses and innovative approaches to teaching. Interested persons send resumes of educational background and research experience to:

++B. Forrin
Associate Professor of Psychology
Scarborough College
University of Toronto
West Hill, Ontario
Canada

Position Available: University of Rochester seeking to hire an Assistant Professor in a Clinical Psychology training program. Prefer person with several years of clinical experience or post-doctoral training, but will consider well-qualified Ph.D's. Salary dependent on person's experience. Looking particularly for person committed to Boulder Clinician-Researcher Model, preferably with research and practice interests leaning toward innovative psychotherapeutic procedures, e.g., humanistic, group, and family approaches. Exceptionally well-qualified candidates with other interests however, will be considered. Interested persons send vita and letters of recommendation to:

++Melvin Zax
Professor of Psychology
Director of Clinical Training
University of Rochester
College of Arts and Science
River Campus Station
Rochester, New York 14627

Several positions (curriculum coordinator, curriculum specialist, librarian, assistant librarian, instructors) were recently available at the Deganawidah-Quetzalcoatl University, a university dedicated to the progress of the Native American and Chicano people. The deadline for applications was 2/8/72. To find out if the positions were filled and for more information, contact:

++Jose de la Isla
Executive Director
Deganawidah-Quetzalcoatl University
P.O. Box 409
Davis, Calif. 95616

WANTED: Person to develop and operate a model, employer-based, all-day child care center for 50 children, ages 3-5, within a federal agency. Past experience in early childhood care and studies necessary. Incorporate humanistic philosophies in developing a program widely varied and imaginative to stimulate and educate these children. Will be required to provide in-service training for staff and parents as paraprofessionals, meet and share responsibilities with a parent advisory group, and provide clinical observations and evaluations of the development in young children. Submit qualifications, background, and any other pertinent information to:

++Dr. Martin Engel
Project Officer
Room 3036, FOB-6
U.S. Office of Education
Washington, D.C. 20202
Phone: (202) 963-4962

Position Wanted: A Ph.D. behavioral humanistic psychologist seeks position in teaching/research in an interdisciplinary setting using innovative approaches to education, training, treatment, development, and social problems. He has had 6 years experience in psychological research (clinical, experimental, and social psychology) and 6 years college teaching. Prefers any area except deep South. Complete vita is available. Contact:

++Phillip W. Warren
1025 22nd St. East
Prince Albert, Sask.
S6V 1P2 Canada
Phone: (306) 764-2788

Acupuncture: An intensive one week introductory course will be taught in the New York City area in late April or early May. For details please write to Bob Duggan, South Colton, New York 13687.

Dear AHP Members: I am continuing to organize the job file for the use of AHP members. If you are looking for employment, please send in to me your experience, qualifications, and other significant data which would apply to your field of interest. I will keep your name on file and send any pertinent information that I receive. Also, if you know of any job openings, please let me know and I'll contact interested members. I would like to keep the file up to date so if you do find a job or your open position is filled, please let me know. Hope I can be of help!

++ Nancy Birenboim.

Pro: Action

Position Available: Small, private college with general humanistic emphasis and some humanistic psychological emphasis in psychology program, located on Lake Michigan, seeks Clinical Psychologist with Ph. D. who has familiarity with Behavior Modification and/or Social Psychology for full time undergraduate teaching and possibility of graduate teaching for academic year commencing Fall 1972. Write NOW enclosing full resume to:

++Barry McCabe
Vice President for
Academic Affairs
Dominican College
Racine, Wisconsin 53402

Psychological Service Associates in Los Angeles is looking for a new partner. PSA is a partnership of Al Lasko, Tom Greening, Gerry Haigh, and Bill Zielonka. We are, in a general sense, existential-humanistic psychologists practicing psychotherapy, and also do group work, consulting, and teaching. All of us have Ph. D.'s, three of us are diplomates, and one of us is an associate of the National Psychological Association for Psychoanalysis.

A new partner would have to be an experienced psychotherapist willing to make a major professional, financial, and personal commitment to the partnership, including participation in a weekly encounter group. Partners are engaged in continuing their own growth, part of which occurs through confrontation and involvement with each other. Working in this partnership provides benefits and stresses different from individual private practice, and many competent therapists are not temperamentally suited for it.

If you are interested, please contact:

++Tom Greening
1314 Westwood Blvd.
Los Angeles, Calif. 90024
Phone: (213) 474-6545

The State of Connecticut has a new, enterprising growth center on a farm 15 miles west of New Haven. Recently incorporated, the Center for Humanistic Psychology is currently operating on a modest grant but with great expectations, and announces a search for good therapists to join its staff. Those interested and qualified should contact

++Thomas Penrose
Center for HP
PO Box 521
Oxford, Connecticut 06483
(203) 888-3304

Position Wanted: Joseph Siano, M.A. in Psychology with an emphasis on personality theory, is seeking employment in the Bay Area. He has had experience as an encounter group leader, in counseling, and teaching. He also has administrative abilities and experience in public speaking. Contact him directly at:

++Joseph Siano
5440 Locksley Avenue
Oakland, Calif. 94618
Phone: (415) 658-5734

George Salage Seeks to volunteer or accept minimal pay in an area involving humanistic work. He has an B.A. degree in economics and government, with a strong interest in behaviorial sciences. He has held various positions of clerical and administrative nature with the U.S. government for the past 7 years. Because George, age 54, is an epileptic, he has encountered difficulty in finding meaningful employment. His interest is sincere. He would prefer work in Florida or California, but would work in a Northern climate in the summers. Contact him personally if any ideas or suggestions at:

++George Salage
P.O. Box 1422
Sarasota, Florida 33578

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local action

CHICAGO'S February meeting entitled Drug Abuse provided two hours of films. These included Earl Durham, "Junk, a View from the Street" and Joel Fort, "Youth and the World of the Future". Members from Gateway House then presented a demonstration on talking down an addict on a bad trip.

In March Arwind Vasavada led the evening "On Meditation".

The Chicago Chapter needs and wants your support. From their Chairman, Lorry Kokkelenberg: "In the past, Chicago area AHP has attracted very few of its members to the monthly meetings. We are not sure why, but involvement is very low within our area group. We will attempt to put some life into this group and the meetings.....

We are also changing the newsletter to enhance the communication between the members. We will expand on announcing forthcoming meetings- we will try to have them set up three to four months ahead of time. In addition the newsletter will include: a) a section on members and any news about them; b) a section on new resources in the area; c) a section on special discussion groups; d) periodically, a statement about some aspect of human experiences that might involve Humanistic Psychology. Finally, we will try to make the monthly meeting a challenge to the membership, a place to meet, talk and exchang4 ideas and experiences, and last but not least, a place to have fun and enjoy yourself. I sincerely hope you become involved."

Write Larry at Read-Chicago Mental Health Center, Ward CW 20, 4200 North Oak Park Avenue, Chicago 60634.

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The DELAWARE VALLEY CHAPTER met February to elect officers: Marta Vago is President and Barton Knapp is National Representative. Jean Feinberg and Richard Neville led an experiential workshop entitled "Education of the Self". To join our Delaware Valley Chapter write to Bart at The Laurel Institute, 2132 Lombard Street, Philadelphia, Pennsylvania 19146.

The SAN FRANCISCO group is now under new leadership. Here are excerpts from their initial letter to Bay Area members. "The (San Francisco) group is now in the process of forming new programs and policies. We are interested in expanding the current views and approaches to psychology and allied fields, and to provide an open forum for comparative ideas, philosophies and therapeutic concepts. We wish to provide a center for professionals in one speciality to meet those in other fields in an inspirational and convivial atmosphere."

New officers include: Kim McKell, President, Marjorie Baker, Vice-President and Secretary, Thomas Ja Jacobson, Treasurer. Meetings will be held the third Friday of every month at 8PM at the Humanist House, 125 El Camino del Mar, (near 25th Avenue and Lake Street), and are open to the public.

February's program featured Archarya Christopher Hills who is visiting from the Centre House in London. He spoke on "How to Press Your Ego Buttons" discussing the various aspects of the self-limiting factor of the "I-sense" and the release of ego tensions.

If you are interested in being informed and/or participating in the San Francisco group contact Marge Baker at 7630 Geary Boulevard, San Francisco 94121 or call 752-0886.

The Forum for Humanistic Psychology in LOS ANGELES presented Jerry Rozner in a program "Structural Integration as an Adjunct to Psychotherapy". This program included a discussion on the use of Structural Integration in the normal organismic expression of emotion and was followed by a demonstration with members of the group. For information on Los Angeles' forthcoming meetings write to Marge Kawin-Toomim, 6542 Hayes Drive, Los Angeles 90048.

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Joe Morris has taken over the coordinating activities of our new Pittsburgh group and would like area members to contact him and join in their efforts to get this group off the ground and moving. Joe can be reached at the University of Pittsburgh, 617 CL, Department of Educational Psychology, Pittsburgh, Pennsylvania 15213.

Members interested in starting a local group are:

William Secor, 135 Beverly Drive, BRIDGEPORT, CONNECTICUT 06610
Stephen Drish, 2264 Woodley Square Apt. 3-235, MONTGOMERY, ALABAMA 36111
Beverly Besmer, 6648 Trigo Road, lA GOLETA, CALIFORNIA 93017
Bill Goss, 250 West Jersey Street, ELIZABETH, NEW JERSEY 07207
Leslie Wolfe, 445 Workman Drive, WOODBURN, OREGON 97071
Don McCabe, Siena College, Counseling Center, Loudonville, New York 12211 (ALBANY-TROY-SCHENECTADY area)
Marshall Woodson, 103 Pine Tree Lane, ALTAMONTE SPRINGS, FLORIDA 32701
Bill Asher, Box S, Kendall, Florida 33156 (SOUTH FLORIDA AREA)

From our members:

"We are trying to begin a local Chapter in the Dallas area. Anyone interested? Call or write:" Michael Gottlieb, Southern Methodist University, 209 Clements Hall, Dallas, Texas 75222.

"I'm interested in the possible development of an informal meeting from time to time of AHP members in the area for the purposes of rapping about common interests and perhaps experimenting with different training methods." John Keltner, Professor, Oregon State University, Department of Speech Communication, Corvallis, Oregon 97331.

"I do think we should make an effort to start a group in the Detroit area. I don't know how wide an area can be included in a single group, but I think we should certainly include people in the Ann Arbor area and possibly people in the Toledo area." Tom Plante, 951 Timberlake Road, Bloomfield Hills, Michigan 48013.

"I am interested in forming some regional activities of AHP in Australia". Phillip Petersen, 32 Bligh Street, Rochedale, Queensland 4123.

REGIONAL GROUP NEWS:

The Program of the SECOND ANNUAL MIDWEST CONVENTION is now available. This conference will be held April 28-30 at the La Salle Hotel in Chicago. Coordinators desperately need volunteer workers who given free admission to the conference in exchange for their services. Coordinators who can be contacted regarding all of this are: Al Manaster, 434 West Melrose-4E, Chicago 60657 and David South, 5550 Dorchester Avenue #1204, Chicago 60637.

EASTERN REGIONAL CONFERENCE - April 14-16. Meeting place: "Sugar Loaf", Temple University Conference Center, 9230 Germantown Avenue, Philadelphia, Pennsylvania. For information contact: Bart Knapp and Marta Vago, The Laurel Institute, 2132 Lombard Street, Philadelphia, Pennsylvania 19146.

FIRST SOUTHEASTERN CONFERENCE FOR HUMANISTIC PSYCHOLOGY - April 9-10 (sponsored by the Eastern Region of the AHP)
Rock Eagle Center, Eatonton, Georgia
Conference Theme: Bodymind.
For information and registration forms contact: Fred Axelberd, Conference Coordinator, P.O. Box 224, Carrollton, Georgia 30117.

The ROCKY MOUNTAIN CHAPTER OF AHP held its Second Annual Conference in Greeley, Colorado on January 27th. David Welch and Fred Richards were responsible for this outstanding conference which was attended by 100 paid registrants and many students who were admitted without charge. Over forty program participants took part in the one-day conference. Program titles included: Hominology as Aspect of Humanistic Psychology; Non-teaching; Philosophic Perspective of Humanistic Psychology; Parent Effectiveness Training; The Significance of Selfhood; A Comparison of Scientific and New Testament Concepts; Freedom and Equality for Women; Psychological Casualties and Leadership Styles in Encounter Groups plus several panels dealing with humanistic psychology and its relationship to politics, minority group relations, education and religion.

A Spring Workshop will be held in the Southern part of Colorado sometime in April or May and we will let you know its time and theme.

To be kept informed of the Rocky Mountain Chapter activities write to Dorotha R. Howe, Secretary, 3688 West Berry Avenue, Littleton, Colorado 80123.

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DUO!

or

THE
NEW
KID
ON
THE
BLOCK
INTERVIEWS HIMSELF:
AN EXERCISE IN
SCHIZOPHRENIA

Q: SO. You're the recently appointed Associate Executive Officer of AHP?

A: Yup.

Q: How come you haven't killed yourself?

A: That's a very good question. Camus says that until you've answered that one, no other question makes sense.

Q: I know that's a good question, DumDum. I didn't travel through ice, snow and smog to ask you what Camus said.

A: The job isn't that bad...

Q: Do you want to be interviewed or not? I'm in a towaway zone.

A: Aren't we all. Well, the reason I haven't killed myself is that I really want to know how it all turns out. There are some neat, nifty, keen and groovy things going on with me every day...

Q: Like?

A: I dig sunshine, when San Francisco has it. I love living in San Francisco. Have been here on purpose since 1960. Born in New York City and went to NYU - lived for a a while in Minneapolis. I really like my family. Adela (17) is with it and creative... Mike (15) a Capricorn who is figuring out how to live and deep into alternative schools... Lisa (10) has the charm of most Terrific Tens and loves challenges...Patria (wife) is an unbelievable blend of glamor girl, career girl, party girl, crafts nut (macrame), homemaker and ring master.

Q: Any other inhabitants?

A: We have a pet duck, Zedra - the final ecological solution to our snail problem; Gloriana, a black cat who knows more than she says; and at last count, fourteen exotic fish and two water snails. When Patria found out that snails may be hermaphrodites, she named the new baby snail Bob and Carol and Ted and Alice.

Q: Don't you find inconsistency in killing snails in the backyard and growing them in the aquarium?

A: I reject the Aristotelian two-value system. They contradict, they're both true....and its okay with me. A weed is just a flower growing in the wrong place.

Q: You have a tolerance for ambiguity....

A: Yes, and you have a funny shaped head.

Q: What else do you like?

A: Music is very important; the symphony on Wednesday night is my weekly fix. I love to cook offbeat beautiful foods. Reading, mostly rapidly for information, sometimes slowly to savor fine writing. Yoga makes me feel better...and projects.

Q: Projects?

A: I enjoy those fantasies of myself as Problem Solver. I like putting things together, finding ways to make situations work, exploring alternatives and defining choices. One of my most important avocations is functioning as a Humanist Counselor, dealing with choices people have in ethical and moral areas, and helping couples design their own wedding ceremonies. Different strokes for different folks.

Q: You sound like a juggler.

A: That's a fairly accurate image. Juggling hot pressure-cookers describes me at my non-contemplative fantasy best.

Q: Do you often retreat into abstractions like that?

A: Don't get pushy.

Q: I mean, what do you really DO?

A: I've been running a complicated business, a restaurant cum art gallery with 50 employees...I'm on several Boards of Directors: Chamber Music Society, Union Street Association...I'm preparing a sermon on Death and Dying...I train encounter group leaders...I'm trying to figure out AHP and what it might become...

Q: Whoa. Re cue the tape. Death and Dying?

A: One of my most fascinating pursuits. Its been called the last obscenity...the only

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important thing left that nice people don't talk about in polite society. An awful lot of violence is committed to the humanistic view of man because of our unwillingness and inability to deal with our mortality. The burial industry, the worship of youth and the shameful way we treat old people are all symptoms of this peculiar American disease. I believe we're ready for a Kinsey of Death, someone to make the topic as acceptable as sex and enable us to explore, exchange and enlarge our attitudes about it. Since, for everyone of us, it's only a matter of when and how, a more rational view of death might enhance the quality of life.

Q: You mentioned encounter.

A: I think it has crested. I mean the fad appeal of touchy/feely "how do you really feel about---" kind of instant insight seems less urgent and less explosibely innovative than it did a few years ago. I've been nearly the whole trip: Synanon for nearly a whole year, some Esalen experiences and about five years ago, participating in the development of humanist models for the American Humanist Association and the Humanist Institute. Right now, I'm working with the facilitators committee of the Mt. Diablo Unitarian Church in Walnut Creek, California--one of the oldest and largest on-going encounter programs...and I'm training encounter leaders for the Humanist Community of San Jose.

Q: What's your encounter style like?

A: I had lots of kicks as a more-feeling-encounterer-than-thou leader, but after the novelty and ego-stroking, began to believe that more nourishing experience was available. Now, my style in encounter is much less technique-laden, attempting to be more authentic, more Rogerian. The hardest thing for me is to let things happen, instead of making them happen.

Q: You think encounter will pass from view?

A: No. I think it's in a settling-down phase. The post-Flower Children don't find as much risk in being open, direct and expressive of their feelings as we thirty-pluses. I think that some form of anti-alienation group activity will be with us as long as our world is as depersonalized and dehumanized as it is now. I'm not talking about therapy...growth-oriented, not deficiency-oriented groups are what appeal to me.

Q: Now, what about AHP.

A: Wow.

Q: No, I mean, what are you doing here?

A: First, I want to try to understand what AHP is doing here and who would miss it if it vanished, and why. I would like to move toward a definition of what AHP is for. I want to help it become a healthy entity, with more members and more money, so that it can be effective, not only as a clearing house for members and their concerns, but also effective in the world. The need for a view of Man that includes choices, that allows for transcendence, for change, for growth-and-health-promoting social dicisions, that encourages creativity and connections and the ability to live meaningfully inside one's own skin--that need is increasing as the ways of satisfying it decrease. I think it is possible that AHP can affect education and, in some degree, the quality of life, by appealing to the upper edge of who people are.

Q: I thought your sermon was on Death?

A: You're in a towaway zone; don't you have to leave?

Q: What didn't you tell me?

A: About my love of travel, the importance to me of my friends, what I'm afraid of, what I've done in my life so far, what I want to be when I grow up...

Q: Well?

A: In show biz they say: "always leave them hungry" so they'll come back for more. See you next interview, if you're still in the business.

++ Hank Basayne

A brief reply to the Double Bubble Syndrome (February Newsletter):

A Transpersonal Gestalt Prayer
dedicated to Fritz Perls
and Baba Ram Dass

I do your thing and you do my thing
I am in this world to help you give
up your expectations
And you are in this world to help me
give up mine.
For you are me
And I am you.
If by chance we get together, all
is beautiful
If not, all is still beautiful.

++Ed Elkin

jhp

The coming Spring 1972 issue of the Journal will present two controversial articles concerned with graduate education in psychology. Below is an excerpt from Robert Brown and James Tedeschi's article entitled "Graduate Education in Psychology: A Comment on Rogers' Passionate Statement", followed by a portion of Carl Rogers' rebuttal: "Comment on Brown and Tedeschi Tedeschi's Article".

Brown & Tedeschi, "Graduate Education in Psychology:

Carl Rogers (1969) has brought his vast experience and humanistic values to the quite specific task of redesigning graduate education in psychology. Rogers offers sweeping criticisms of the typical contemporary requirements of core courses, preliminary and specialty examinations, language and/or tool requirements, and so on. He believes that the formal and rigid, almost Confucian, system prevents graduate students from participating in free and creative work and instead generates much anxiety and frustration. Rogers characterizes the graduate student as a victim of - rather than a person who benefits from - the current system. The student is seen as a passive learner who is manipulated in a manner that is dehumanizing in the sense that creative impulses are stifled and the student prevented from realizing his own capabilities. The entire regimen is based, Rogers charges, on the fact that the faculty distruxts the student to pursue his own scientific and professional training.

Both Rogers' criticms and his proposals to remedy the situation appear to rest on general unprovable assumptions about the nature of man and on value judgments as to what ought to be propagated by our educational system...

++Tom Greening

Rogers, "Comment on Brown & Tedeschi's Article"

I am delighted that the Journal of Humanistic Psychology is printing an article critical of humanistic psychology (Brown & Tedeschi, 1972). I think that this journal should be a forum for pro and con attitudes and arguments about humanistic psychology, and I hope it will always open its columns to those who are critical.

Although the article by Brown and Tedeschi makes frequent comments about humanistic psychology as a whole, their article appears to be directed primarily toward chapters 8 and 9 in my book, Freedom to Learn (1969): "Current assumptions in graduate education: A passionate statement"; and "A revolutionary program for graduate education". I would like to make a few random comments and then focus strongly on what seems to me to be a great deficiency in their article...

Want more? See page 16 of the Spring Journal of Humanistic Psychology.

Suggested titles for the AHP healing conference, in time for April Fool:

The Sensuous Healer

Edgar Cayce at the Bat

Beyond Science and Health

Ef-ing the Ineffable

Everything You Always Wanted to Know About Psychic Healing and Weren't Well Enough to Ask.

Miles and Miles

Your narrowness,

a rubber ruler,

stretches to infinity to measure,

and always sees in inches,

those miles and miles of me.

++S. F. Caldwell

hpi

Learning to Live with Uncertainty

The Labor Department doesn't know. NSF isn't sure. The National Research Council has figures, but the figures are for last year. What is the manpower situation in the behavior fields? Who knows? You know, as well as anyone. The outlook is bleak.

In Science (Aug 27), Dael Wolfle and Charles Kidd reported: "In the social sciences there is projected to be significant over-supply, defined as a situation in which a substantial portion of the doctorates will be employed in jobs not making reasonably full use of their training".

If you search, of course, there is some decent news to counter the bad. The Bureau of Labor Statistics is pessimistic about many traditional occupations come 1980, but believes that we will need 81% more psychologists, 67% more social workers. And the chances of the sister behavioral professions getting in on the counseling boom are good.

"You can find as many trends as you choose," says William Verplanck, president of the National Council of Chmn. of Graduate Depts. of Psychology. "The only thing you can say is you can't say".

Verplanck strips down the manpower situation to its political bones. What he and everyone else knows, and no econometric model will tell you, is that the Nixon Administration and its national Constituency are increasingly suspicious of education as a civilizing force.

If the state universities are dispersed, what will become of research? If the small private colleges go, where will academics find good teaching posts?

The final hunting ground for job seekers is outside education, the same territory that planners hope will absorb the PhD glut. Opportunities in business and government appear to be on the upswing and, once they are ferreted out, some even look interesting. Trouble is, not enough of them look interesting to the super-educated.

At City College in New York, a program called "Ricorso" uses human potential techniques to combat alienation in the multi-university. Program sponsors group activities as varied as in a full-fledged growth center. Response is enthusiastic, says coordinator Jerome Gold (Dept. of Student Personnel Services, City College, CUNY, New York, 10031).

The Humanistic Psychology Institute began its fourth semester this month (February). Currently there are three programs: (1) the HPI one year training program at Sonoma State College (open admission); (2) the HPI M.A. program, administrative offices in San Francisco (416 Hoffman St.). This program is developed by students previously enrolled in the one year training program at Sonoma; and (3) the HPI Doctoral program also separate from HPI at SSC (administrative offices at 416 Hoffman St.), now beginning as a series of doctoral program planning seminars. Three doctoral planning seminars are planned for the Spring: (1) Clinical Psychology with Gordon Tappan; (2) Transpersonal Psychology with Eleanor Criswell; and (3) Psycho-ecology and developing humanistic institutions with Arthur Warmoth. Information concerning these seminars will be sent out soon.

Resident Fellow at HPI this semester is Leslie Beach, former Chairman of the Psychology Department, Hope College, Holland, Michigan. Dr. Beach is spending his sabbatical immersing himself in the approaches to humanistic psychology present at HPI, Sonoma State College, and the Bay Area at large. We are pleased to have him with us.

++Eleanor Criswell

In our quest for more news about AHP members, we've developed a fine relationship with that outstanding newspaper, Behavior Today, through one of its editors, Dick Brenneman (also an AHP member). We shall periodically list news of our members from BT, and in turn encourage you to subscribe to BT for news of everybody. BT is a weekly publication, available for $20 a year from: Box 2992, Boulder, Colorado 80302

++Aaron Gans

A few weeks ago I spoke to the Washington, DC Ethical Society on the subject "Humanistic Psychology, the Third Force". Since the audience was to be chiefly composed of intelligent and liberal individuals with little or no awareness of humanistic psychology, I attempted to present my ideas in simple, non-technical terms, to provide a brief historical perspective of the other two main forces in psychology, to distinguish ethical humanism from humanistic psychology and to identify some of the basic values of humanistic psychology. My chief goal was to present humanistic psychology neither as an intellectual discipline, nor as a psychotherapeutic modality, but rather as an approach to living and relating to oneself and others. One of the key quotations I used to distinguish humanism from humanistic psychology was Alexander Pope's "Know Then Thyself, Presume Not God To Scan The Proper Study Of Mankind Is Man". I emphasized the word "Study" of man in this quotation to point out that concern with man is insufficient and that man has to be studied to be understood. The audience response to my presentation was very gratifying. A voluntary question and answer discussion period was held after my formal remarks and most of the audience stayed and actively participated for over 2 hours. Many individuals came up to me privately to say that this was the most stimulating "sermon" they had ever heard.

This experience suggests to me that others might consider presenting humanistic psychology to similar kinds of lay audiences as a way of increasing the general publics awareness of humanistic psychology as a philosophy of life.

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